

Relief in Scotland as colleges win reprieve

by Simon Midgley
The news that all 10 Scottish Colleges of Education are to stay open after all—but with reduced student intakes—was greeted with jubilation and relief this week.
After a year of intense opposition to proposals for closure and merger, the Government appears to have bowed to political pressure from MPs of all parties.
The two colleges threatened with closure, Callendar Park in Falkirk and Craigie College in Ayr, are to be retained and Dunfermline College of Physical Education in Edinburgh will not be merged with Dundee College.
The decision of the future scale of teacher training in Scotland was announced in the House of Commons on Tuesday by Mr Bruce Millan, the Scottish Secretary.
Teacher training is to continue at Callendar Park with a reduced maximum capacity of 400 places—the colleges remaining accommodation will be used by the Forth Valley Health Board for nurse training.
Craigie College is also to be allowed to continue on a reduced scale with a maximum of 100 teacher training places. The present temporary arrangement under which it provides accommodation for 200 further education students from Ayr Technical College is to become permanent and some facilities may be made available to the Ayrshire and Arran Health Board.
Dunfermline College is to continue to function in its existing premises at Cramond but will be

linked in future with Queen Margaret College in Edinburgh, a central further education establishment which will use surplus accommodation when it becomes available.
The Government's proposals represent a complete return from its original position at the beginning of the year.
In January the Secretary of State suggested that Craighall College of Education in Edinburgh, a Roman Catholic training establishment, should merge with a non-denominational college in the East of Scotland. This proposal was eventually withdrawn in May when the Secretary of State also announced his intention of giving further consideration to the future of the other three threatened colleges.
Mr Millan's change of heart comes after an extraordinarily fierce, sustained and well-orchestrated campaign involving the majority of Scottish MPs, the Labour Party in Scotland, the Association of Lecturers in Scottish Colleges of Education, and the colleges themselves.
At one point Mr Harry Ewing, MP for Strirling and Falkirk and a Junior Scottish Office minister, was believed to be on the point of resigning in the row over the future of Callendar Park which is in his constituency.
Earlier this week Ms Mollie Abbott, principal of Dunfermline College of Physical Education, said that she was "very pleased" that the merger proposal had been discarded.

Polytechnic students attracted by education not vocation

The popular idea that students are attracted to studying in polytechnics because of their vocational orientation has been undermined by a recent research study.
In an analysis of the reasons why students choose to enter sociology/social studies courses in polytechnics, four academics from London's Polytechnic of the South Bank have found future occupational considerations to be relatively unimportant.
In a paper entitled "The Decision to Enter Higher Education: The Case of Polytechnic Sociology Students" published in the journal *Higher Education*, the authors say that socio-cultural backgrounds are more significant.
The popular conception of polytechnics offering in their courses higher education that is more vocationally oriented was not relevant to the majority of entering higher education for the majority

of students in our study", they conclude.
Instead, the study, of 355 male and female students in 10 polytechnic courses, of one-hour degree courses in 1971-72, revealed that entry decisions were often made in terms of notions of a liberal education reflected in school and home backgrounds.
In their study only a small group of entrants, predominantly young, female, school leavers, saw higher education as important for realising occupational ambitions, for example, in the area of social welfare.
Students were asked to give their two most important reasons for desiring to enter higher education. The reason mentioned most frequently was "the desire to develop their interest in community work problems" (234 times) followed by "the desire for a basic general education" (119 times) and "the desire to develop an interest in the particular subject" next.

Oxford fraud investigation

The Fraud Squad has begun investigations into financial irregularities involving hundreds of thousands of pounds at Oxford University.
The investigations are the latest development in the squad's inquiry into carbon paper frauds by firms which set themselves up to sell stationary and then quickly disband. It is believed that Oxford University may be the latest victim and that the amount of money involved may be between £100,000 and £200,000.

AUT lifts block on London Bill

The University of London Bill received a formal second reading in the House of Commons on Tuesday after the Association of University Teachers had withdrawn its petition against the Bill.
MPs had been blocking the Bill at the request of the AUT which last week won concessions about university government.

College may repay £16,000 in fees

A technical college may have to repay £16,000 in tuition fees to its overseas students after confusion over Department of Education and Science circulars on fee levels.
Mr Harold Farnsworth, principal of Brighton Technical College, says that East Sussex education authority has warned him that it might be necessary to repay overseas students at the college the higher level of fees they have been charged in error.
The college was told in January that circular 1/77 issued by the DES meant that all overseas students would be required to pay the new fee level of £650. But in August the DES issued a second circular, 8/77, ruling that overseas students under the age of 18 should not be charged more than the standard fee for the course.
Circular 8/77 arrived too late, however, and the college had already enrolled overseas students under the age of 18 at the higher fee level.

OU refers standard report back to faculties



Sir Hugh Robson dies at 61

Sir Hugh Robson, principal and vice-chancellor of Edinburgh University, died on Sunday following a short illness. He was 61.
Sir Hugh entered Edinburgh University to study medicine, and graduated in 1941. After serving with the Royal Naval Volunteer Reserve as a surgeon-physician during the war he returned to Edinburgh as a lecturer in medicine in 1947, and within three years was appointed senior lecturer at Aberdeen University.
At the age of 35 he was appointed to a chair as the first professor of medicine at Adelaide University in Australia, and was awarded the title of Professor Emeritus there in 1965.
Sir Hugh and his wife, Alice, returned to Britain in 1966, when he became vice-chancellor and principal at Sheffield University.
During the years 1971 to 1974 he served first as vice-chancellor, and then as chairman, of the Committee of Vice-Chancellors and Principals.
In January, 1974, he was knighted, and later in the year he returned to Edinburgh University as principal and vice-chancellor.
Recently he had been closely involved in planning of the university's 400th anniversary celebrations in 1983. Since 1974 he had been chairman of the Scottish Health Services Planning Committee and he had recently been appointed chairman of the Advisory Committee on Medical Training for the BEC.
A private funeral service is to be held for the family. The university is to arrange a public memorial service in Edinburgh in January.

by Maggie Richards
The Open University Senate has referred back to faculties a report on its academic standards, prepared following allegations of Marxist bias in some courses.
At a meeting of Senate on Tuesday academics were concerned that the university had overreacted to the claims. They maintained that existing procedures provided sufficient safeguards.
There was also dissatisfaction about clauses of the report referring to the role of course team chairmen and the need for external assessment of all courses.
The report on academic standards at the Open University was compiled by a special working party after allegations of Marxist bias in courses of Nottingham University. The party's report, entitled "Schooling and Society" contained a Marxist slant.
The report was subsequently approved by the university's academic board, before being passed on to Senate. Academics were unhappy that the references to external assessment might imply that the university had more faith in external academics than in its own staff.
At no other universities were courses so closely scrutinized, it was argued. It was also pointed out that one of the courses alleged to contain Marxist bias, "Patterns of Inequality", had undergone thorough external assessment.
Proposals to change the role of course team chairmen were questioned, and there was strong support for the report's recommendation that chairmen should be

compelled to sign a statement of approval on the completion of courses.
Criticism had been voiced by a vast number of courses headed by the OU. There was a letter to the university to make a positive statement, emphasizing the existing safeguards were satisfactory.
The report will now go to the faculties, and any recommendations will be passed to Senate.
At its meeting, Senate also considered a revised resolution expressing concern about the report's views on Marxism in higher education. Professor Gould.
The resolution reaffirmed the belief in the assertion of academic freedom outlined in the university charter, and stressed that a university system should not be a plurality of intellectual positions and approaches. The report will be asked to endorse the resolution.
A similar motion placed before the academic board of the Law School of Economics last week failed to win support.
The motion, put forward by Professor John Griffith, noted the involvement of various past and present academics at LES in a study group which produced a report, and asked the board to reaffirm its belief in academic freedom, as defined in the school constitution.
The proposal failed when a motion to move to next business was agreed by the board.

Petition to Rickett on staff rota

More than 100 social work students at Middlesex Polytechnic have called on Dr Raymond Rickett, director, to restore the depleted complement of staff on the polytechnic's three social work courses.
A petition signed by the students last week claims that the polytechnic's failure to replace five lecturers who have left over the past two years means that one of the social work courses is threatened with closure.
The students' petition comes after the Central Council for Education and Training in Social Work, which validates the social work courses, wrote to Dr Rickett recently expressing "serious concern" about the rundown of staff numbers.
In the letter the CCETSW points out that the staffing ratios on the polytechnic's courses far exceed the 1:10 norm for a level nationally by the council. On the two-year non-graduate course it is 1:15; and on the four-year degree course 1:11.
The letter signed by Mr R. C. Wright, the council's assistant director, goes on: "Whilst I realize that your calculation of student-staff ratios may be on a different basis, the council has maintained its position that the ratio for our purposes must be based on social work teachers."

Oakes gives university numbers

The number of full-time undergraduate and postgraduate students in each university this academic year was announced by Mr Oakes, Minister of State overseeing higher education this week.

University or College	Undergraduate	Postgraduate
Aberdeen	1,000	100
Aberystwyth	1,000	100
Birmingham	1,000	100
Bristol	1,000	100
Cardiff	1,000	100
Cardiff Metropolitan	1,000	100
Coventry	1,000	100
Exeter	1,000	100
Gloucestershire	1,000	100
Leeds	1,000	100
Leeds Metropolitan	1,000	100
Leeds University	1,000	100
Liverpool	1,000	100
Liverpool Metropolitan	1,000	100
Liverpool University	1,000	100
Manchester	1,000	100
Manchester Metropolitan	1,000	100
Manchester University	1,000	100
Nottingham	1,000	100
Nottingham Trent	1,000	100
Nottingham University	1,000	100
Oxford	1,000	100
Oxford Brookes	1,000	100
Oxford University	1,000	100
Sheffield	1,000	100
Sheffield Hallam	1,000	100
Sheffield University	1,000	100
Southampton	1,000	100
Southampton University	1,000	100
Stirling	1,000	100
Stirling University	1,000	100
Sussex	1,000	100
Sussex University	1,000	100
Warwick	1,000	100
Warwick University	1,000	100
York	1,000	100
York University	1,000	100
Total Great Britain	252,597	47,810

Polys must comply on overseas level

continued from page 1
student intakes next year. Leicester Polytechnic, in its journal this week, reported that its intake for the 1978-79 session would have to be reduced to 57 in order to cut back its present overall overseas total of 456 to the 1975-76 level of 326.
A recommendation that London polytechnic and college courses which cater specifically for overseas students should be excluded from quota restrictions is to be put to the Inter London Education Authority's further and higher education sub-committee meeting next January.

Engineers want wider training

Would-be engineers need to be given some basic training in accountancy, management and law, according to a recent survey conducted by the Council of Engineering Institutions.
The survey, based on the answers to 31,200 questionnaires completed by chartered engineers and 2,700 questionnaires returned by registered technician engineers, revealed that those who were the three main areas where they considered their education had been inadequate.
It was also found that while over 40 per cent of all engineers were dissatisfied with their knowledge of foreign languages, very few tried to learn one later.

Future of BED opened for discussion

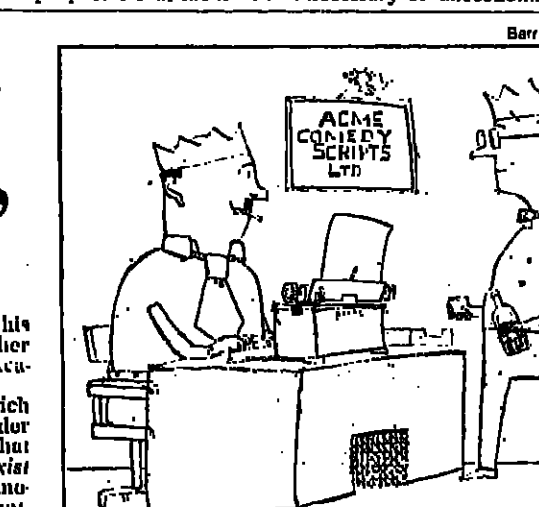
The report comments: "Under one has the desire or the intention to practice a second language is very difficult to attain fluency in it. This is reflected in the low percentage of teachers who speak a second language. Such study is probably totally unnecessary for a 'good to know' basis."
The 1977 Survey of Professional Engineers, which explored employment, education, training and pay of engineers, is published by the Council of Engineering Institutions. Copies from the CEI, 25, Smith Street, London SW1P 3PS, price £5.

Tories warn they might reject Oakes

by Peter David
An incoming Conservative government may refuse to implement the sweeping reforms of polytechnic and college finance proposed in the final draft of the Oakes report, expected to be published in February.
By Keith Hampson, MP, vice-chairman of the Conservative education committee, claimed this week that the Oakes proposals were "an incoherent and illogical mish-mash of compromises stemming from unhelpful assumptions."
He said any Tory government would have to consider carefully whether to proceed with them or adopt any minority report, should that be one.
The report recommends setting up a national body, called the Multinational Higher Education Committee, to distribute more than 85 per cent of the costs of all higher education provided outside the universities. The remaining 15 per cent would be paid directly to institutions by their maintaining authorities.
Neither local government nor the majority of polytechnic directors have endorsed. The Association of Metropolitan Authorities accepted it reluctantly after its own scheme for a system of local authority-recouped financing was rejected. Most polytechnic directors, on the other hand, favoured the creation of a polytechnic grants committee similar to the University Grants Committee and independent of local government.
The national body envisaged, however, will have powerful local government representation. The Oakes committee was meeting this week to sort out membership after local authority representatives had turned down earlier Department of Education and Science proposals that local government should control only seven of the seats.
A new DES formula would now give local government eight places out of 26. The DES has also drawn up details of a form of veto the local authority representatives would be able to use. It could only be used when there was unanimity among all the local authority members, but could stop any of the decisions made by the national body.
Individual local authorities would retain considerable freedom under the national body, the report said. It is not proposed that it should have power to direct local authorities in relation to their higher education provision.
In general they will need to proceed by negotiation and with the agreement of individual authorities, but in the last resort they must be able to withhold or reduce financial support for activities they regard as unnecessary or uneconomic."

Fire rekindled under Gould 'smear report'

by Maggie Richards
A blistering attack on Professor Julius Gould and his ideas of Marxist and radical involvement in higher education has been launched by the Council for Academic Freedom and Democracy.
A new CAFD pamphlet questions the basis on which Professor Gould has "set himself up as the Defender of Scholarship against the Radical, and argues that his report, *The Attack on Higher Education: Radicalism and Radical Penetration*, tries to recreate an atmosphere of "McCarthyite intolerance and witch-hunting" within the education system.
The pamphlet suggests the Gould report propounds a grand conspiracy theory, invulnerable to evidence and poorly argued for. Theories and ideas are alluded to but not discussed at the serious intellectual level."
The CAFD was one of the groups identified in the report as a "front organization". This claim was repudiated by the group's chairman Mr Anthony Arbiter on Saturday, when he announced the pamphlet, *The Attack on Higher Education—Where Does It Come From?*
"There is only one organisation behind the CAFD 'front', and that is the National Council for Civil Liberties, under whose auspices the council was set up, and to which it remains happily affiliated", he declared.
The pamphlet contains articles by Mr Arbiter, Mrs Sheila Field, Steven Lukes from Kent, and Alan White from the Open University. There are comments on specific parts of the Gould report by John P. White, Douglas Holly, Brian Simon and R. M. Young, and a contribution from Professor Gould and the OU by three staff members.
In the first section Mr Arbiter questions the claim the Gould report to uphold the values of intellectual diversity and pluralism and compares it to later criticism of the unsettling influence of radical educationists. It is also condemnatory of Gould's list of academics who participated in conferences organized by left-wing groups.
The effect is not merely to put the finger on the individual concerned. It is to create an atmosphere of fear and timidity, in which others with dissident leanings will be deterred from expressing unorthodox opinions involving themselves with known 'radical' groups or organizations, in case they place their own views and careers in jeopardy by doing so."



"Thank God for Gould, it could have been a dreary Christmas."

Mr Lukes labels the report "obviously tendentious and shoddy" and is concerned that the document has been aimed at directors of educational institutions, heads of departments and university moderns, to whom it will encourage to lean on anyone who could be described as a radical."

The report is criticized for being "written not in the scholarly but in the rhetorical mode, using the language and paraphernalia of scholarship for political purposes". The pamphlet includes an examination of the structure and scholarship of the Gould report by Hilary and Steven Rose. They found "There are no fewer than 19 errors in fact or quotation in the Gould report, in the 64 lines of our work which Gould quotes."

The couple say they then attempted to contact all those cited in the report, to ask that they check the references made to their work. "The replies suggest that, far from being accidental and limited to the discussion of our work, this process of error and distortion appears to be widespread."

After including comments from other academics quoted in the report, Mr and Mrs Rose say: "The cited sources are carelessly assembled, and little attention seems to have been given to such scholarly niceties as accuracy of referencing or quoting in context."
During discussion of the CAFD pamphlet at Saturday's meeting, council members were particularly concerned about possible repercussions of the Gould report, especially on students.

CVCP claims government figures wrong

by Judith Judd
The Government's estimates of universities' income per student this year are too high, according to the Committee of Vice-Chancellors and Principals. Officers of the CVCP said this week that the Government's figures, given in a written parliamentary answer three weeks ago, are based on student numbers which are already out of date.
They noted that in the reply, Mr Oakes, Minister of State for Higher Education, said that the number of students assumed for 1978-79 was 279,000. In fact, the provisional count for this academic year showed that there were already 280,000 in universities.
Mr Oakes said the universities' average income from recurrent grant, rates from local authorities and tuition fees, had declined from £2,825 per student in 1973-4 to £2,565 this academic year.
The CVCP says that because of the increase in numbers the average income per student this year must be lower than £2,565.
The figures are the latest development in the controversy over the ninth report of the Public Accounts Committee, which said that universities' income had not declined over the past five years. Mr Edward du Cann, the committee's chairman, last week said that further investigation had confirmed their original view.
However, the CVCP says the figures given by Mr Oakes in the Commons which allowed the average income per student in real terms represent the universities' true position. It points out that, though the arguments put forward by Mr du Cann are broadly correct as far as they go, they only tell half the story.
The CVCP says Mr Oakes's figures show that income per student has fallen by more than 10 per cent during the past four years.
Mr Brian Taylor, executive secretary of the CVCP, said the committee's aim was to prevent the downward slope. This would have continued if the universities had to take 289,000 in 1980-81 on the provisional grants announced in March.
A spokesman for the Department of Education and Science said the Government took the point about the increase in student numbers. Mr Oakes's answer related to the grants announced in March this year and to a progression to take 289,000 in 1980-81 on the provision now being overtaken by a new student target and the Government was reconsidering the level of grant.

DES denies fee rise hits home students

The Department of Education and Science has denied that its new regulations on overseas student fees will result in many home students who study or work abroad for more than nine months being charged at the overseas rate and losing their entitlement to grants.
The denial comes after college admissions staff had expressed fears that the DES's controversial circular 8/77, issued in August to enable colleges to charge overseas students higher fees without contravening the Race Relations Act, would include many ordinary home students in its new definition of overseas or "specified" students.
In a parliamentary answer last week Mr Oakes, minister of state for higher education, told Mr Alan Bates, MP, that circular 8/77 did not include "widely" mandatory grants from local education authorities.

Refugee scholars

Marguerite Garling describes a scholarship scheme for political refugees, and Nigel Twose examines educational aid for black South Africans, 12

Christian doctrine

Professor C. F. D. Moule discusses the credibility gap between orthodox Christian belief and critical scholarship, 11

After Franco

Jane Monahan reports on the malaise of Spanish universities in the new political climate, 5

Social theory

David Walker discusses the career of the distinguished American sociologist, Professor Robert Merton, 8

Inner area study

Maggie Richards reports on a successful new approach to adult education in a deprived area, 8

Contents

Medical ethics
Doctors are the new priesthood of our secular age, suggests Una Maclean reviewing new books on medical ethics, 13
Professor of action
Professor J. P. W. B. McAuslan recommends drastic reform of the AUT, 9
AUT council meeting, 3
Leader, 10
Refugee scholars
Marguerite Garling describes a scholarship scheme for political refugees, and Nigel Twose examines educational aid for black South Africans, 12
Christian doctrine
Professor C. F. D. Moule discusses the credibility gap between orthodox Christian belief and critical scholarship, 11
After Franco
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Social theory
David Walker discusses the career of the distinguished American sociologist, Professor Robert Merton, 8
Inner area study
Maggie Richards reports on a successful new approach to adult education in a deprived area, 8
North American news 5
Overseas news 5
Noticeboard 6
Don't diary 7
Letters 10
Books 13-17
Classified index 19

Comprehensives have yet to wipe out inequality

by Peter David

A familiar pattern of unequal access to higher education is revealed this week in the Government's annual statistical publication, *Social Trends*.

It shows that although last year more than three-quarters of pupils in England and Wales were in comprehensive schools, the social background of young people remains one of the key pointers to their educational achievements.

For example, a young person aged 16 to 19 whose father is a non-manual job is twice as likely to be in full-time education as young people with unskilled fathers, and the children of professional fathers still have the edge over the children of employers and managers.

Comprehensive schools have not yet had any decisive impact on the distribution of A levels either. Although the proportion of school leavers with A levels doubled from 8 per cent to 16 per cent between 1962 and 1972, it has changed little since, and actually fell in 1974-75 before returning to 16 per cent in 1975-76.

Nearly half of those who obtained A levels attended grammar, independent or direct-grant schools, although these figures are skewed for only one in eight school leavers in 1975-76.

Social Trends does not show some change, however, in the number of leavers with A levels who decide to go straight to jobs without entering higher education. It says: "At all stages, the young people who choose to remain in full-time education are usually—and not surprisingly—the more academically able. However, recent years have seen some blurring of this principle, with an increase in the proportion of those with A levels entering employment, and an increase also in the rate of staying on to retake examinations at lower levels."

These trends reflect, respectively, the feeling that a degree is no longer a passport to a 'good job' (a feeling reinforced by recent graduate unemployment), and the demand from employers for more qualified recruits at all levels. In spite of the increase in education

The plight of the woman worker

by Simon Middleley

Women will never achieve equality with the world of work until a way is found of reconciling their family responsibilities with the demands of a job.

This view was expressed in a paper considered by participants of the annual Standing Conference on Studies in Education held in London last week. The theme of the 1977 meeting was "Educational Attitudes and Economic Survival". Mrs Ann Wolpe, of Middlesex Polytechnic, writing on "Girls and Economic Survival", said that it was too simplistic to think that changing the ideas women have about the fields in which they work will lead to changes in the kind of jobs they do in society.

The Green Paper's suggestion that the fundamental basis for change would be to broaden the aspirations and motivations of women so that they feel confident to work in unfamiliar fields, for example, science and technology, was insufficient.

It ignored the fundamentally contradictory ideologies which governed the role of women in society. "The idea of the maternal roles of women must clash head-on with the ideology which calls on girls to contribute to the country's good through an acquisition and utilization of technological skills", she said.



Mrs Williams, Secretary of State for Education and Science, was stopped by students who put their case against education cuts during her visit to Leeds University's school of education recently.

Ulster should have resources unit

by Patricia Santinelli

A Northern Ireland Educational Development Unit should be established to coordinate the deployment of resources, a Council for Educational Technology report has recommended.

The unit's main functions would be to coordinate and support the activities of committees and groups concerned with in-service training, educational research, curriculum development, educational technology and computers. The Organisation of Educational Technology report is based on a feasibility study undertaken by CET at the request of the Department of Education in Northern Ireland.

West German lecture boycott stutters to a halt

from Paul Moorman

WEST BERLIN The fortnight-long lecture boycott by West Germany's 850,000 students succeeded to a halt at the end of last week. Most campuses supported a return to normal academic activity. At the Free University here, traditionally a centre of militancy, the "picket lines" disappeared. As a student leader put it: "They are now going ready to go skiing."

Most protesters were not so light-hearted. Many moderate students said they joined the boycott, called by the radical German Students' Union (VDS), not for political reasons but as a way of making public their increasing financial and employment problems.

MSC urges Coventry link

Links between Coventry's skill centre and a college of further education to encourage course coordination and tutor exchanges have been proposed in the final recommendations of the Coventry Manpower Project steering group.

OU continuing education head

The Open University has appointed a new pro vice-chancellor to oversee its development in continuing education. A meeting of the senate last week agreed the appointment of Professor Ralph Smith.

AUEW calls for spending on youth

A call for an urgent all-out effort by both Government and industry to train more young people to insure Britain's future was made last week by the Amalgamated Union of Engineering Workers.

Dons take new tack in fight over pay claim

Reports by Judith Judd

University teachers are to modify their pay claim and withdraw their demand for increases of 30 per cent this year. The Association of University Teachers' executive announced its decision at the association's council meeting at Heriot-Watt University in Edinburgh.

The decision does not mean the association is abandoning its claim for the righting of its pay anomaly. It believes it is not realistic to pursue the full claim this year. The new claim which was due to go to Committee A, the first stage in the negotiating procedure, on Tuesday, is for a 10 per cent rise from October 1 towards the end of the year.

Council finds itself in two minds on Marxist allegations

Council rejected a motion deploring a controversial report on Marxist influences in higher education but accepted one condemning the campaign initiated by the report.

Members will refuse to put pen to examination paper

Members will refuse to put pen to examination paper until the government made university teachers an acceptable pay offer.

Motions condemn West Germany and South Africa

On international affairs, a motion was accepted saying the AUT viewed with concern West Germany's policy of applying to universities staff "political discrimination in appointing Government employees".

Outer determination, inner despair

Pay dominated the council meeting. More than half its two days was taken up with discussion of the AUT's formal claim for full rectification of the anomaly plus a 16 per cent cost-of-living increase.

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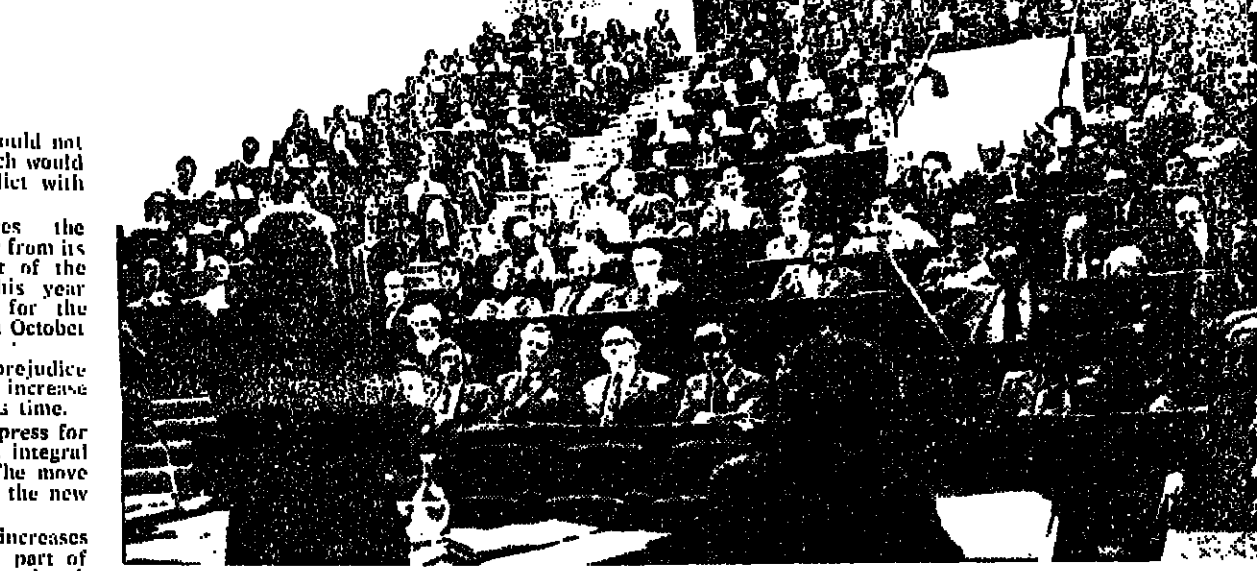
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AUT COUNCIL



Mr Laurie Sapper faces his members at the Heriot-Watt meeting.

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1978 1.5.80

Peter Scott

Aberdeen may miss targets

Aberdeen University's student numbers are not rising in line with the national trend, Sir Fraser Noble, the university's principal, warned last week.

He told the university's general council that although there were some courses which were over-subscribed, the university was not doing as well as it should be in attracting students. He said that the university's target for 1981-82 was 6,500 students, but the present intake was only 6,000.



Sir Fraser Noble.

Academics question OU profits from South African sales

Questions about the use of profits made from the sale of Open University materials to South Africa were raised at the university senate last week.

Academics at the OU are concerned at the university's involvement in provision of materials to South Africa through its marketing company, Open University Educational Enterprises Limited.

£60m share-out for saving energy

Education is to get a £60m slice of the Government's £22m energy-saving programme announced last week by Mr Benn, the Secretary of State for Energy.

TEC document outlines ways of helping external students

Students would be offered three different methods of study. The first involves part-attendance at an "importing" college already running TEC programmes or units.

The second method involves a combination of units partly provided by the importing colleges and partly by distance learning.

Green College's first fellows

The names of 22 founding fellows of Green College, Oxford, have been announced. The new college, for clinical students, is in the buildings and grounds of the former Radcliffe Observatory and was established thanks to a gift of £1m from Dr Cecil Green, the Dalmeida Industrialist and scientist and his wife.

The social scientists' inclusion in the governing body of the new college reflects the growing sense of the importance of cooperation between the medical profession and social workers.

Department of Education and Science BASIC UNIVERSITIES STATISTICS OCTOBER 1977 United Kingdom

	1936-67	1974-75	1975-76
NUMBER OF UNIVERSITIES			
Great Britain	44	43	43
United Kingdom	45	46	46
FULL-TIME(1)			
STUDENT ENROLMENTS(2)			
Undergraduate level-men	109,046	132,479	130,863
-women	43,184	70,218	74,555
of which			
from overseas	7,611	11,714	13,951
qualification and first degree	148,088	199,461	208,066
other	3,422	3,234	3,403
postgraduate level men	25,397	35,571	38,707
-women	6,576	12,299	13,083
of which			
from overseas	0.123	16,044	17,213
nature of study			
taught courses	n.a.	24,103	25,159
research	n.a.	23,767	24,636
total GB students	184,790	260,606	261,288
total UK students	189,955	267,684	268,714
NEW ENTRANTS-FULL-TIME(1)(2)			
undergraduate-first degree	51,395	68,311	72,023
-others	2,180	2,378	2,648
postgraduate	n.a.	29,402	30,729
total GB new entrants	n.a.	100,091	105,431
undergraduate-first degree-UK	52,766	70,090	73,289
-others -UK	2,200	2,651	2,899
postgraduate-UK	n.a.	30,989	31,302
total UK new entrants	n.a.	102,930	108,124
PART-TIME ENROLMENTS			
undergraduate	3,934	3,097	3,614
postgraduate	12,537	21,048	21,439
total GB part-time	18,665	24,145	25,093
total UK part-time	19,376	25,373	26,917
DEGREES AND DIPLOMAS AWARDED			
first degrees - GB	36,256	54,114	n.a.
-UK	37,168	56,643	n.a.
first diplomas - GB	3,036	1,083	n.a.
-UK	3,119	1,780	n.a.
ACADEMIC STAFF -			
all full-time teaching and research			
professors	2,760	3,987	4,088
-UK	2,828	4,107	4,205
readers	4,749	7,081	7,906
-UK	4,841	7,882	8,148
lecturers/assistant lecturers	18,294	23,285	23,868
-UK	18,621	23,883	24,548
others	1,068	2,017	2,218
-UK	1,725	2,037	2,227
total	27,471	38,965	38,067
-GB	28,015	37,909	38,126

(1) Including sandwich. (2) Figures refer to GB unless otherwise stated.

	1965-66	1973-74	1974-75
INCOME AND EXPENDITURE			
INCOME (£ million)			
exchequer grants	124.208	372.709	444.678
grants from local authorities	1.899	1.122	801
ondowments and donations	3.380	6.410	6.410
fees	12.498	23.982	26.770
research grants	18.027	63.297	69.192
for other specific purposes	4.460	13.736	16.889
miscellaneous	2.981	8.413	9.853
total	167.403	479.079	672.299
of which			
England	133.029	373.529	445.389
Wales	8.937	26.039	30.700
Scotland	22.158	69.016	81.763
Northern Ireland	2.689	11.496	14.447
EXPENDITURE (£ million)			
teaching and research	110.351	293.537	359.631
academic services	8.186	30.700	33.893
other general educational	4.349	12.175	13.519
administration	11.207	33.322	37.735
maintenance of premises	22.729	68.243	11.477
student amenities	2.477	8.602	6.468
miscellaneous	2.442	6.768	8.203
capital mat from income	1.876	5.970	673.202
total	163.817	462.316	814.671
of which			
England	130.605	358.951	446.017
Wales	8.771	24.997	30.902
Scotland	21.730	67.071	81.945
Northern Ireland	2.611	11.299	14.627
NON-RECURRENT GRANTS (£ million)			
Great Britain only			
equipment and furniture	20.852	40.297	24.588
other (including building)	58.023	48.658	61.945
total	79.875	88.955	86.533

North American news: Sporting star system may be on wane

American campuses are slowly turning away from giving grants to a new category of student: the academically gifted. Clive Cookson reports

WASHINGTON The days when the best football player in an American high school could get a free university education regardless of his parents' wealth but the star pupil could not get a free university education regardless of his parents' wealth may almost be over.

More and more of the United States' 3,000 colleges and universities are diverting part of their scholarship funds from the traditional recipients—athletes and the socially poor—to academic high achievers.

The latest study of these "no-aid" or "honour" or "merit" awards as they are variously known, was just being completed by Mr. Sidar, executive director of the College Scholarship Service, part of the New York-based College Entrance Examination Board.

It shows that colleges and universities are now spending very nearly as much money on awards for academic excellence as on awards for athletic prowess.

Mr. Sidar's survey, which covered 21 representative institutions, showed that 64 per cent are currently awarding no-need scholarships ranging in value from \$100 to \$6,000 a year. The normal level is \$500 to \$800 in public and around \$1,000 in private institutions.

The last such survey, published in 1975 by Dr Robert Huff of Stanford University, showed that 55 per cent of institutions were giving scholarships worth from \$25 to \$1,000 a year.

Although colleges are awarding slightly more money in total to students than to scholars, the average athletic award is much more valuable. Therefore, the average number of academic scholarships per institution, 95, is far more than the athletic average of 16 awards per college. (Interest-free institutions are spending more money on the retention of talented players for the sons and daughters of their teaching and administrative staff than they are on athletic or academic merit scholarships.)

Opening a Pandora's Box

Talking in Spanish about the country's 22 state universities, three private ones and various polytechnics brings out a variety of reactions.

For students, memories of the Franco regime are still fresh. Miguel, for example, a 24-year-old former student leader and now in his fifth year in engineering at Madrid's Polytechnic, recalls that only two years ago there were five police informers attending each university course.

He believes that achievement at school should be rewarded by the university and not by the university to which the student progresses. Prizes like the one-time \$1,000 National Merit Scholarships awarded each year to 1,000 university entrants across the United States are acceptable to Mr. Sidar, but not the more common form of award that guarantees the recipient an income for all four of his or her undergraduate years.

From this year 10,500 Chancellor's Scholarships are being awarded annually—covering 60 per cent of tuition costs—and the university is hoping to catch a few of Maryland's middle class students who would otherwise have gone to prestigious private universities where fees exceed \$7,000 a year.

Both staff and students remember the neglect that used to be the normal feature under the former regime.

In 1974, when the education budget was finally increased to 14.8 per cent, as against the average of 7.4 per cent for the first 30 years of the Franco era, the increase still only represented 2.5 per cent of Spain's GDP compared with 4.7 per cent of GDP spent on education in EEC countries and 6.3 per cent in the United States.

Meanwhile, research in the universities reached rock bottom. In 1972 Franco's regime spent 15,000 pesetas (£100) buying foreign technology, patents and expertise from the United States.

Next year Virginia Polytechnic Institute starts with a bigger programme. It will offer 1,000 scholarships worth up to \$2,500 to more than 150 students a year.

Meanwhile, on the right-wing fringe, the small Popular Alliance Party that commands the support of powerful banking and industrial interests has announced that it will vigorously oppose any attempts to increase state control in education.

Any changes will depend not only on political will, but also on economic developments. Here the picture is not promising. Spain has been badly hit by the energy crisis. The country has a huge balance of payments deficit, inflation is high, more than a million are unemployed, and so for the only economic measure adopted by the Suarez government has been a 25 per cent devaluation of the peseta. Señor Suarez says that it is going to take two years to get on top of the economic crisis.

But can the university problems be solved for this long? Between the 1965-1966 and 1975-1976 academic years the number of students registered at universities shot up from 105,370 to 383,000 and the trend is still continuing. This year

half a million students, have enrolled; and with each new wave of students there have been new expectations.

Many students have abandoned Catholicism. There has also been a steady increase in the number of women at university, up to 30 per cent of the total intake in 1966-1967 compared to less than 6 per cent in 1956-57. Additionally, there has been a big reduction in the number of students in the more traditional humanities and law faculties in favour of economics and commerce.

At the same time the new layer of staff, the PNNs, have brought a different mentality, a much more demanding attitude towards scholarship and they are much more politically committed than the old-fashioned, obscurantist and even feudal *caudillos*.

Even before the bottleneck for university places it was estimated in 1970 that there was a shortage of 200,000 secondary school places in Madrid and of 100,000 in Barcelona. The staff: student ratio also declined rapidly. According to one report, 26,000 university teachers were needed immediately in 1970 instead of the 8,000 teachers at the time.

Reflecting the general malaise, the student drop-out rate has shot up. A survey of Spanish universities in 1973 claimed that only between one quarter and one fifth of students who entered their first year actually completed their course. In the Complutense University 37 per cent of students were found to be one year or more behind in their studies while in Madrid's Polytechnic 65 per cent were a year behind.



Student demonstrations remain a regular part of the university scene.

Maggie Richards reports on the success of a new approach in a deprived area

Birmingham project creates interest in adult education

A new approach to adult education in a deprived area of Birmingham proved far more successful in attracting students and maintaining interest than the more traditional college classes offered in the vicinity.

This is the conclusion of a report on an educational action project undertaken in the Small Heath area of Birmingham in 1975 and 1976, and sponsored by the Department of the Environment.

Under the terms of the project a community education development officer was appointed to Small Heath for a period of one year. His duties were to consult on local opinion on adult education requirements, establish the educational needs of the area, and to work out consequent programmes independently and in conjunction with the existing adult education service.

The project was undertaken as part of a major study of inner city areas in Birmingham, London and Liverpool, which the Department of the Environment initiated as an attempt to examine ways in which improvements could be made. The intention was to produce general guidelines for local authorities on new methods of tackling the problems.

Small Heath scored badly in educational terms in several ways: school buildings were considerably older than those in the rest of Birmingham; there were few playing fields; and—the most telling factor—most of the children had received social priority classification.

Originally the educational concern of the study was with schools and preschools, but publication of the Russell report in 1973 stimulated investigation of deprivation and the impact of adult education. The community education project became one of the 10 educational projects finally adopted for the Birmingham study.

Prior to the appointment of the community education development officer a survey was conducted of existing adult education in Small Heath. It revealed a marked under-representation in adult education of the area's major socio-economic groups.

Though they accounted for only 21 per cent of the Small Heath population, the intermediate non-manual and higher income groups made up 51.5 per cent of the student numbers at the local adult education centre.

Manual workers as a group formed 75 per cent of the population, yet only 42.8 per cent of the centre's places.

Amongst the manual workers, the semi-skilled and unskilled were most seriously under-represented. Semi-skilled workers accounted for 17.1 per cent of the students attending the centre, and formed 32 per cent of the population; while unskilled workers accounted for 10 per cent of the population and took up 5.7 per cent of places at the centre.

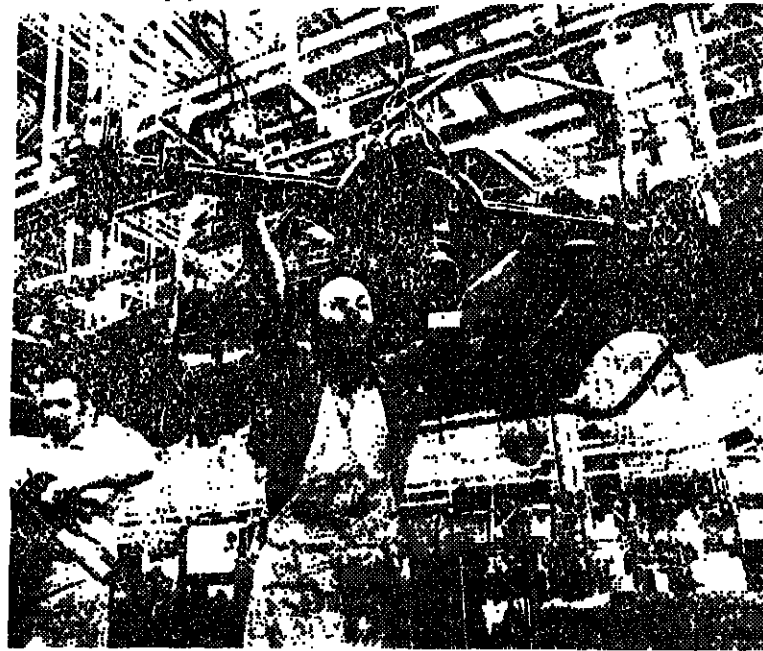
The survey pointed to "gross misconceptions" about adult education amongst the population of Small Heath. Many people thought the facilities only catered for the young, or were designed specifically for students wanting to obtain academic qualifications (Birmingham's examination and vocational courses are not conducted in adult education centres, but at separate colleges of further education).

A sample of 450 people living near the education centre at Small Heath was selected and questioned. Only 64 per cent had heard of the centre, and of those only 54 per cent knew of the type of activities being offered.

The survey also demonstrated that traditional advertising methods used to promote courses were relatively ineffective. Only 13 per cent of students became aware of classes through press notices or advertisements.

The most effective means of publicity proved to be word-of-mouth contact between friends and relatives. Almost 35 per cent of students attending the adult education centre had heard about classes by this means.

Brochures and local authority circulars had attracted 24.4 per cent, while another 12.6 per cent of the students had joined classes after making personal inquiries at the centre. Only 2.6 per cent had gained information from public libraries.



Manual workers were seriously under-represented

Other factors which limited attendance at adult education classes included increased fees, lack of facilities at the centre, and the need to provide tutors trained to teach the rather than children.

In September, 1975, the newly appointed community education development officer, Mr Barry Martin, began his task of "selling" adult education in Small Heath. He attempted to act as a catalyst, working with local residents on self-help education programmes. According to the final report on the project: "The long-term goal was seen as helping people to increase their self-confidence, esteem and awareness, leading to expressions of self-determination and control over their immediate environment."

After consultation with residents, local groups, headteachers, workers in the community field, and the adult education centre, a programme of activities was drawn up. Initially courses were offered on home improvements, pre-school language skills, citizens rights, and involvement with a working party planning the development of a new community school for the area.

Later another three activities were organised: art and drama, Asian activities with local training, and a further course on housing issues was provided specifically for the executive members of two local housing associations after considerable discussion in the neighbourhood about the progress of an urban renewal programme in the area.

The pre-school language programme involved a group of mothers and their children, and aimed to show the women ways in which play could be used as a medium for helping their children to use language to express their thinking.

Art and drama attempted to further local interests in theatre and drama activities and to establish a performing arts group. But it became more of a medium for expression of local feelings and attitudes towards life in the community.

Asian activities provided cookery and nutrition advice and sewing and embroidery classes. The programme was created as an attempt to aid Asian women who were confused by the type and range of foods offered by English supermarkets, and to enable them to use sewing machines as many were anxious to make clothing for themselves and their children.

Each of these programmes was organised in a very small sector of Small Heath. An attempt to organise a course embracing the whole area and of interest to a wider number of people—the citizens rights meetings—was soon abandoned.

Says the final report on the project: "From the relative success of these (small sector) courses, and the relative failure of the Small Heath-wide citizens rights course, the community education development officer concludes that the more localised courses of this nature were the more successful they were likely to be."

The citizens rights activity was run for six weeks, and arranged on the basis of lectures by visiting speakers followed by discussions. Topics

included consumer protection rights, women's rights, and rights relating to housing, and included singing, demonstrations and house searches.

Analysing the failure of the course, the report says: "It was realised the area covered geographically was too wide to attract a captive audience. The various residents associations were concerned with specific local interests, and the agenda was too broad to hold their interest."

"The initial meeting place was generally unknown and uninviting, and advertising was too detailed and convergent to catch the interest and imagination of local people."

Evaluating the achievements of the other courses, the report attempts to measure success points on the attendance figures: "While numbers can be a misleading guide, clearly if no interest was expressed in community education style programmes, or if numbers were low or non-existent, then the programme could be judged to have failed."

Applying this test, the community education project was successful compared to adult education sessions at the local centre, the report suggests.

Though only small numbers of students were enrolled for most of the community education courses, membership remained at a high level throughout the sessions. In the adult centre two of the 11 classes started failed to reach the statutory attendance of 10 students. Of the other four courses, two were almost totally supported by people from outside Small Heath.

"The project managed to identify needs which were not being met by conventional adult education in Small Heath and inaugurate courses which attracted interest and support," says the report.

Assessing the success of the project in terms of developing the opportunities of students was a more difficult task, it adds.

"Given the low-key and small-scale approach it would be unrealistic to expect or claim dramatic improvements in the skill levels of the people concerned."

"However, the fact that the courses were directed at helping people to improve skills (such as communication skills) or develop knowledge needed in living in a deprived area strongly suggests that these courses were far more effective in helping the people of Small Heath than traditional adult education provision."

Inner Area Study of Birmingham, Educational Action Projects Volume 2. Report by the Consultants: Llewellyn-Davies Weeks Forester Walker & Bur. Published by the Department of the Environment. £1.00.



AUT demo post mortem: time for radical change at the top

Professor J. P. W. B. McAustan, fired of 'ineffective' leadership, puts forward a new plan of action

The Great Demonstration has come off and university teachers are left no better off than they were before—indeed, since their own powerlessness to influence events has been so conspicuously demonstrated they might well be a worse off.

The usual grudging letters of disapproval have been published in the usual papers and they, too, are bound to be a pointless exercise. It is time for university leaders to reassess their position and their tactics in their fight for better salaries and conditions of work.

This means, first and foremost, that we should admit the ineffectiveness of the present A.U.T. leadership. It is not a matter of being humiliated and humiliated, and we should not be ashamed to do so. It is not a matter of being humiliated and humiliated, and we should not be ashamed to do so.

First we need to achieve two aims which we will continue to regard as essential. The first is to elect national officers of the A.U.T. who are not only able to put the union point of view forward but also to act as a bridge between the university world and the wider world.

A delegation of such persons to Whitcomb is not going to cut much because Whitcomb knows that such persons carry little weight within the university world. A delegation of electors from the A.U.T. that, on the other hand, consisted of FRSS, ERS and other professional associations and unions, they have led university teachers to the position of poor relations in the academic world, outgunned by the NUS, the NUT and all other teachers' and lecturers' associations.

changes of attitude on the part of two important groups of university teachers. The first is the heavyweights of the profession; successful and well-known they will have to be prepared not merely to join the A.U.T.—no doubt many of them are members already—but to take an active part in local associations, stand for election, attend meetings, move on to put the union point of view and energy on behalf of the A.U.T. at the expense, perhaps, of being on senate or council, or on yet another governing body of a local school or yet another research council committee or even governing council. To adopt a "union point of view" will no doubt be foreign to many such people, even distasteful, but I believe that the future health of British universities depends on there being a strong A.U.T. able to put the union point of view fearlessly and frankly.

For the second group the change is even more painful—these are the lightweight who by and large dominate the A.U.T. at present. For they have to be prepared to give up their comfortable life in the association and therefore their status; they have to urge their more successful colleagues to stand for election and take over the reins of power.

All sorts of arguments will be put against this point of view, and no doubt a potent rebuttal will come in the form of officers of the A.U.T. but who can deny that in the last six or seven years the present leadership of the A.U.T. has a record of failure and ineffectiveness. The present leadership has argued, again successfully for the switch course and the old diploma of technology, and for a degree level qualifications—a body that eventually may be the National Council for Technological Awards, the precursor of the CNA.

It may be unpalatable and unfeasible to say so, but if we want to be taken seriously in Whitcomb and by the public and by university administrations, if we want to arrest the steep decline of the standards of pay and conditions in universities, we have to be prepared to buy first-class facilities for our own use and give them to our first-class staff. We have to put in to the front line elected officers of the Association, members of the necessary facilities so they can do a first-class job and we have to put in to the front line elected officers of the Association, members of the necessary facilities so they can do a first-class job and we have to put in to the front line elected officers of the Association, members of the necessary facilities so they can do a first-class job.

If university teachers have the will then collectively we could bring about these changes very quickly. If we do not have it, if we take the easy way out and allow the present ineffective leadership of the A.U.T. to continue, we are adding another two inadequately qualified full-time staff to meet the criticism. If we continue to treat our association as a poor relation, neither deserving of our respect, nor being a source of pride, then we are adding another two inadequately qualified full-time staff to meet the criticism.

The author is professor in the department of law at Warwick University.

The ending of a national advisory council— is this open government?

The demise of the National Advisory Council on Education for Industry and Commerce (NACIEC) was announced by Mrs Williams, the Secretary for Education, the Secretary for Science on October 31. At the end of December, the council will be wound up, though Mrs Williams also announced that after the Oakes Committee on the management and control of higher education in the public sector has reported, she might think about a new and smaller advisory body with—her announcement implied—less wide ranging terms of reference.

At a time when the call for more open government is gaining acceptance even by the Government itself, winding up such a council seems odd to say the least. But in the field of education, the aim of more open government and the actions of Ministers in practice have not been consistent for some time. Mrs Williams's announcement is simply the latest of a series of moves which have made more open government in education less likely.

The role of NACIEC is a general one, acting as a forum for debate and consultation. It was established in 1948 on the recommendation of the Percy Committee on Higher Technological Education, its terms of reference were "to keep under continuous review and to advise the Secretary of State on the national policy necessary for the full development of education in relation to industry and commerce, including the education of the members of the Council shall be appointed by the Secretary of State and the Secretary of State shall appoint a member of each Council to be a Chairman and shall appoint an officer of the Department of Education and Science to be Secretary thereof."

Large, general advisory committees and councils are an important aspect of British government administration. We use them to a far greater extent than most other countries; at any one time there are a couple of hundred sitting and reporting to ministers. They may, of course, be cumbersome, and there certainly have a fragile relationship with government. But they perform important functions.

They act as a focus and forum for debate in government, and through which established pressure groups may express their views collectively; they push forward the frontiers of acceptable advance, making practice the norm. Perhaps most important of all they are, although appointed by the Secretary of State, independent and able to take their own initiatives.

They are, thus, an essential component of open government. For open government is a two-way process; it does not mean only that data and other information previously thought confidential should be made available to the public. It means that government must itself be open.

In industry and commerce, alert decision-makers recognize that most decisions are wrong; in public affairs, democratic governments can improve this by allowing scrutiny of ideas and issues by as wide an audience as possible. The abolition of any forum for such an exchange of views is a blow against open government.

It also makes appraisal of unpalatable facts easier. The economy-sized James Committee failed to publish figures that showed that numbers in teacher training would be to fall dramatically. The abolition of NACIEC is not getting rid of a cumbersome talking shop; it is, however, inadvertently, an attack on open government.

Her letter makes clear that no further action will take place until the Oakes Working Party has reported. But she recognises "the value of consultation with representatives of industry and commerce" and she does not in any way rule out the possibility that, in the light of the Oakes proposals, I may decide to set up a new and smaller advisory body.

The abolition of NACIEC is not, however, an isolated incident. From the mid-1960s education ministers have exhibited a preference for specific rather than general advisory councils—and incidentally a contempt for the law of the land that they decay in others. Since 1967, for example, there has been no Central Advisory Council for Education, although section 4 of the 1944 Education Act states unequivocally that "There shall be two Central Advisory Councils for Education, one for England and the other for Wales..." and that "The members of the Council shall be appointed by the Secretary of State and the Secretary of State shall appoint a member of each Council to be a Chairman and shall appoint an officer of the Department of Education and Science to be Secretary thereof."

Important aspect

John Pratt

The author is director of the Centre for Institutional Studies at North East London Polytechnic. He wishes to express his thanks to his colleague Ann Bone for use of a draft chapter of her research work in preparing this article, though the views expressed in it are his own.

A path to sociological sanity in the midst of crisis

David Walker on the place in American sociology of Professor Robert Merton

To pass muster as a sociologist nowadays one would have to be learnt by heart—crisis. For years now the journals, the book-lists, the professional gatherings have echoed with the coming crisis, the present crisis and the historical crisis of social science.

Sociology is in a state. Theories conflict: the relativists are after the positivists' blood—the Marxists are chasing the bourgeois theorists and are themselves pursued by the subjectivists. But the generations of sociology students one book has and still continues to represent reality. Clear and unambiguous, with a sure sense of employing scholarship to the classic goal of knowledge, it is Robert Merton's *Social Theory and Social Structure*.

Unlike Paul Samuelson's *Economics*, an introduction to social science with which it might fruitfully be compared, *Social Theory* is not a textbook but a collection of essays. Its American author presents a series of papers without which sociologists of all persuasions would be mute: manifest and latent functions, deviance, anomie, social structure, reference group, role-set and strain-set. Professor Merton notes it was not written as a student text, and was studied to find it being used as one.

One-phrase attributed to Sir Isaac Newton dominates his thinking about science and, one suspects, his own contributions to sociology. Newton said, paraphrasing a string of thinkers before him, that knowledge progresses on the work of those who went before; the best scientists are only dwarfs on the shoulders of giants.

In this sense the concepts indelibly associated with Merton's name are derivative—they come from Marx, Weber, Durkheim, the Chicago sociologists of the 1920s and, especially, from figures outside the social sciences—George Sarton, the historian of science, and L. J. Henderson the biochemist.

What Merton did—and the book paradoxically makes work—was to draw together in a consolidated theory his knowledge of the method and substance of empirical investigation and the spirit of a liberal classic of humane social science. A classic of humane social science has for nearly 30 years convinced students that disciplined understanding of society and social life is possible, even if sociology has a long way to go.

Social Theory and Social Structure sets out both a theory of what sociologists ought to be doing and a set of concepts and insights to help understand society. On the one hand, Merton's theory came into being as an advocate of "theories of the middle range" somewhere in between mere hypotheses and all-inclusive theories. In 1948 Merton was in opposition to the ideas being developed by the Harvard sociologist Talcott Parsons "to concentrate solely on the master conceptual scheme producing twentieth-century equivalents of the large philosophical systems of the past, all their suggestiveness, all their originality and all their scientific sterility."

On the second count, Professor Merton's notions of "anticipatory socialization", local and cosmopolitan social types, RAB-sets and reference groups, cleared the way to better understanding of the work of professions and the origins of crime and social stress resulting from tension between what society expects and what action is permitted.

Commentators have remarked on the importance of Merton's elucidation of the concept of "anomie". Taking his examples from race relations, the power of American commercial advertising and suburban conformity, Merton defined anomie as a breakdown in the cultural structure, occurring particularly where there is an acute disjunction between the cultural norms and goals and the socially structured capacities of members of the group to deal with them.

Professor Merton's own account of his career is possibly a case study of his own beloved phrase about scientific progress relying on "posterior" shoulders. In 1965 he published a book called "Shandean Postscript" following the misunderstanding of the phrase as used through the centuries.

His cohort of young Turks at Harvard saw the university authorities gradually recognize sociology as an independent subject. This

helps explain, he says, why his generation of graduate students, including such figures as Kingsley Davis and Wilbert Moore, received such stimulation from outside social science.

Critics have complained that the Harvard sociologists developed an "Olympus complex" of their own. Plitrim Sorokin, sided by a young instructor recently migrated from the economics department and prodded from the sidelines by Alfred North Whitehead and L. J. Henderson, they were convinced they were tracking a new science. Professor Merton hints there may have been something in the criticism noting, "we did take ourselves seriously, Harvard was a good place to do it."

Since 1941 Professor Merton has taught at Columbia, during the time when sociology has indisputably taken off throughout the world. At Columbia chance brought him the Austrian emigre Paul Lazarsfeld together. *Social Theory and Social Structure* bears the fruit of their collaboration.

"We developed something of a division of labour. Paul would institute empirical studies and methodological formalizations while I was developing related substantive issues—if you will—theory. During that period Columbia sociology it was critical point of interchange to have sociological ideas formalized, sometimes in numbers."

antagonism and less read than Talcott Parsons; Merton caught much of the 1960s flak directed at his former colleague. He was held to be a "functionalist" and thus a conservative whose theories denied the possibility of social change.

The judgment is probably not fair. The theories and methods of his book are as much open to abuse as any other. It is not clear who sees society made up of those who see it in terms of an underlying consensus at the time in the 1950s when Senator Estes Kefauver was holding his hearings on organized crime. Professor Merton was working on his theory of anomie.

In essence he was seeing the American ethos was impossible demands on many people leading to various forms of deviance from the expected behaviour. Crime was one case in point—"retreatism" or what has since been called "dropping out" is another.

One of Professor Merton's pupils has since called his work "liberalism" Professor Alvin Gouldner, author of *The Coming of Age of Western Sociology*, recently commented that Merton always knew his Marx.

Professor Merton believes that a subject has to have a hard core, has not escaped the critics, during the years sociology's crisis. Few authors have been more cited in

The NUS carries more

LETTERS TO THE EDITOR

Visiting St Andrews

Mystery of the unfilled places

Incarnation: paradox that will not go away



Professor C. F. D. Moule discusses some recent attempts to resolve the problem of Christ's incarnation for critical scholarship

Vital questions in any reform of the AUT

On page 3 we print a report of last week's meeting of the Council of the Association of University Teachers...

Sir,—Mr David Walker would appear to have written his thing about St Andrews (THES, November 25) after a stay of an hour or two between trains at Leuchars...

"Links with Oxford and Cambridge exist on several levels." This is a puzzling statement; the links must be very subtle, since they are no more apparent than links with other universities...

Sir,—In the report of Mrs Williams' statement (THES, December 9), the statement is made up to 20,000 unfilled places...

Darwinism has been established for about 100 years; the nature of man has been scientifically studied for about as long...

Accounting for confusion

Have universities suffered a fall in their income in real terms in the past five years? Universities themselves believe it, the University Grants Committee, although the source of the belief to the contrary...

Comprehensive practice Sir,—I am not sure whether to feel pleased that such a distinguished historian as Norman MacKenzie should consider my book, Labour and the Left in the 1930s...

Left and right Sir,—I am not sure whether to feel pleased that such a distinguished historian as Norman MacKenzie should consider my book, Labour and the Left in the 1930s...

Gould case Sir,—Almost the only endearing quality of the Goulden boys is general nuttiness. This is exemplified by David Martin's letter (THES, December 16) with his "substantive" pluralist system extant in Britain...

Exciting modernism Sir,—Michael Long accuses me (THES, December 16) of being "glibly dismissive" because I did not know enough gratitude to mention his devotion to such a much abused deity as the "glibly dismissive" deity of the "glibly dismissive" deity...

Incarnation—God "enfleshed" as a man, Jesus both human and divine—is hopelessly paradoxical. But if there is no good evidence that the paradox is fictional, we may have to live with it.

And it does, at first sight, look like an easy bridge for the fancy to traverse: starting from a human, messianic Son, it crosses over to a divine, transcendental Son. What anyone who puts his trust in that device fails to realize is that the alleged startling point, Jesus as Messiah, is itself not so easily come by.

10/11/50

AD FOR OVERSEAS STUDENTS

Scholarly refuge for students who cannot go home

Marguerite Garling on the plight of refugees

The outcry over increased fees has tended to overshadow the plight of those overseas students who are refugees. The fee increases, which Lord Ashby has described as a "state of intellectual control" have hit student refugees particularly hard: whether they come to this country in fear for their lives, or are overtaken by events at home during their course of study, the fact remains that they have nowhere else to go. Unlike many other overseas students in this country, they cannot pay for themselves and cannot, by definition, return to their home country immediately on the completion of their studies.

For increasing numbers of students throughout the world, the offer of a scholarship is their sole means of escape from an intolerable situation—for a few, it may be the passport which enables them to leave a prison or detention camp, or others a release from prolonged imprisonment and the fear of imminent arrest.

Some students may already be refugees at the time of their application with no alternative means of pursuing their interrupted studies; others may need a period of adaptation to standards and conditions in their country of refuge. The scale of the operations undertaken by the voluntary scholarship organizations such as World University Service or the International University Exchange Fund testifies to the extent of these needs.

Groups of student refugees from recognizable trouble spots have over the years been awarded government-funded scholarship programmes, often only after persistent lobbying from the voluntary scholarship organizations. This was the case for the Hungarians and Czechs, for Uganda, Angola, Chileans, Vietnamese, and most recently Ugandan African students, for whom 75 scholarships are being awarded by the Overseas Development Ministry through World University Service. Indeed, the Ministry, in line with the voluntary organizations, has come to view aid to student refugees as a long-term investment of funds in their region of origin. In this respect, they should be treated on a par with other needy overseas students who make use of advanced educational facilities in this country.

But while the problems of certain areas are recognized in this way, more and more it is the steady trickle of individual student refugees from widely dispersed areas of tension and conflict—Kurd, Ethiopians, Argentinians, Namibians, Brazilians, Argentinians, to name but a few—who may be in most desperate need of assistance. And to date, the burden of assisting and supporting these students has fallen almost entirely to voluntary effort.

This is where the initiatives undertaken by colleges, polytechnics and university bodies have proved of considerable importance. The Academics for Chile scholarship programme provides the largest and probably the most successful example.

The World University Service estimates that some £37,000 worth of help was accorded at this level in the form of scholarships, fee-waivers and other practical concessions to Chilean students for the two academic years 1974-75 and 1975-76 alone. And this figure is compounded by the support given to refugee students within campus society, enabling them to rejoin mentally and physically to their new life after an often traumatic break.

But it is not only students from areas of conflict who have benefited in this way. One of the advantages of scholarship funding undertaken at college level lies in its flexibility. Non-refugee students who leave to study abroad for economic reasons have an equal claim to benefit from educational facilities which are unavailable elsewhere. And again, these may include students from ethnic or other minorities, or women students effectively denied the opportunity to pursue their studies at home; or, at another level, students whose education has been curtailed by the closure of colleges and university faculties—a frequent occurrence in many Latin American and African countries.

The distinction between the "economic" category of Third World students and those whom we choose to call "refugees" is accordingly very fluid, and requires a flexible response from scholarship funding. The willingness of these not to impose too tight a distinction between overseas students as a whole and those among them who are refugees is entirely welcome. Help to both categories is increasingly seen as a good "investment" in the future potential of their home areas. Viewed from this perspective, the increases in overseas student fees represent an ill-conceived economy.



Anti-Amin protest: home viewed from abroad.

Many local-level initiatives to fund overseas students already exist at a number of universities and other higher educational institutions. One of these, the Oxford Junior Common Room Scholarships Scheme, provides a good working example of how such schemes operated by undergraduates in conjunction with college authorities can go a long way to meeting the needs of a wide variety of overseas students from different backgrounds.

The Oxford scheme started some 13 years ago when a committee was set up to persuade Oxford colleges to award scholarship places to students from Southern Africa. After a number of similar initiatives had been launched the need for more careful coordination of scholarship schemes for Third World and refugee scholars alike resulted in the creation of a permanent committee in 1973. Student representatives of the 15 or so colleges concerned meet on an ad hoc basis to exchange notes about their funding programmes, their cooperation with the college authorities, and the progress of their respective schemes.

Some 15 scholars are funded at the Oxford colleges in any one year, and the awards are granted at the level of British undergraduate and postgraduate grants. Funds are raised by a levy on the college dues in the order of from £1 to £3 per head per term (with the option of opting out), there are occasional follow years when funds are accumulated in order to pay for the next three-year scholarship. In addition to this voluntary levy,

college representatives organize fund-raising events (concerts, discos, sponsored walks), and college authorities frequently contribute to the scheme in the form of waived fees or other concessions. Although contributions may vary considerably, the scheme has prospered well in the past. Furthermore, the fact that a proportion of candidates fail to qualify for this particular scheme partly makes the need for more generous alternative provision for such students in other sectors of the educational community particularly acute at polytechnics and in vocational training.

From the point of view of the scholar, the Oxford scheme has two major advantages, both deriving from its flexibility. First, whereas government-funded scholarship schemes accord a set priority to subjects, which are usually defined in terms of technical or practical training, the Oxford scheme applies to any subjects as well, which some might argue were also valid for the sake of exploring and defining national cultural identity and to training future teachers.

The second important advantage lies in the fact that the scholarships are equally open to Third World students of African, Asian, and Latin American origin. This open-ended approach is entirely appropriate, particularly for potential students who are "de facto" or "disguised" refugees, that is to say, refugees unwilling to declare themselves as such, for fear of jeopardizing the safety of family and friends overseas, or their own chances of eventually returning home.

mitting) to World University Service or the separate colleges by Direct Selection procedures are completed by the following June. Candidates must qualify on academic merit and not simply on the basis of need.

While this approach may point to a potential conflict between the criteria involved, academic merit and human need, it is clear that the ability to relate academically as well as socially to fellow-students is an important ingredient in the successful integration of refugees and Third World scholars into university life.

Furthermore, the fact that a proportion of candidates fail to qualify for this particular scheme partly makes the need for more generous alternative provision for such students in other sectors of the educational community particularly acute at polytechnics and in vocational training.

The Oxford scholarship scheme goes some way to showing that need can be done by concerned individuals in response to the often urgent need of the student for refuge and for further education, and this in spite of financial restrictions in other areas of education. In an era of the academic community's unique position in the market, it is a welcome and simultaneously a challenging environment, there is clearly room for further provision, whether by voluntary effort or through official channels. Arguments about Third World and refugee scholars at educational establishments in this country.

Books in Medicine: Historical Perspectives and Contemporary
 Edited by Stanley Joel Reiser, Arthur J. Dyck and William J. Courton
 UT Press, £28.00 and £13.65
 ISBN 262 18081 2 and 68029 7

Case Studies in Medical Ethics
 by Robert Veatch
 University Press, £10.50
 ISBN 0 674 09931 1

Dictionary in Medical Ethics
 edited by A. S. Duncan, G. R. Dunstan and R. B. Wellbourn
 Longman, £19.95
 ISBN 0 232 51302 3

Dictionary of Medical Ethics and Medicine
 by William A. R. Thomson
 John Wiley, £10.00
 ISBN 0 7336 0454 1

of the distinguishing features of a profession is the possession of a special code of ethics. Professions serve the public, they deal directly with matters of great importance to the lives of individuals and to society at large. The public must be able to trust them, and at the same time the members of the profession owe allegiance to one another and expect mutual support. They constitute an elite group, they share a long and arduous training experience, they possess special skills and want to preserve themselves from exploitation by others who might wish to set up in competition without having gone through the same exacting apprenticeship. Although this concern is as represented as a means of protecting the public against impostors, in fact it conveniently maintains the unique position and the status of the members of the profession in the past medical ethics has often been reducible to the conventional and etiquette of practice.

But the current interest in medical ethics goes far beyond these narrow bounds and is a phenomenon which merits serious attention. Apart from numerous books, articles and anthologies there are now journals appearing, conferences are being convened and the GMC, that great oracle of medical education, has issued a code of ethics for its members. The GMC's code is a welcome and a necessary step in the clarification of ethical principles coming to precisely specific conclusions are quoted at length and frequent reference is made to the conflicting philosophical positions of Kant and John Stuart Mill.

In fact doctors have become the new priesthood and the institution of modern medicine has largely assumed the churches' former role in the minds of men. Physicians have always had something of a priestly function. Dealing with the sacred, the life and death of the individual, they have stood between mortal men and their ultimate fate, offering to placate malevolent powers and alleviate present suffering. But, until very recently, their own power has really been limited. Their reputation in society has rested upon a body of scientific knowledge added to the Hippocratic school to current declarations have been designed for two main reasons. First, everything that has been seen in a medical framework, the presumption of good faith on the part of the practitioner. In the past patients have stoically endured horrendous treatments. Even today, procedures such as cardiac surgery would constitute gross assault were it not for the justification of the medical model. The patient is held responsible before the doctor, and it is to be certain that the patient's own best interests, that the patient, need the reassurance

BOOKS

Priesthood for a secular age



The visit to the quack doctor, by William Hogarth

Because people still need help in facing the major crises of disease, disability and death as well as with the endless problems of daily living, and because our former spiritual props are inappropriate or discarded, doctors are increasingly called in to ask our lawyer's advice we obey our doctor's order. This is in part a reflection of the relatively more serious nature of the doctor's traditional domain. But it has more disturbing consequences. The unexamined nature of increasing areas of human life and personal conduct, in other words the extension of the medical frame of reference, has profound effects in controlling action. "Sick" or abnormal behaviour seems, *inso facto*, to call for modification or "treatment". This pact between doctors and the public is in the main a mutually acceptable one. Many people want to be told what they ought to do and most doctors are only too ready to tell them.

But some potential patients and some thoughtful physicians are disturbed about the erosion of personal autonomy and the growth in medical paternalism. They are concerned by the complex web of both professional and decisions which both professionals and their clients are now called upon to face. They revert to questions which have long exercised mankind, to do with justice and fairness, who constitutes the rightness of an action, the necessity for truth telling and the question of whether human life has a supreme value.

All these problems find regular expression in current practice. The question for medical educators is how best to direct the attention of students towards them, and these books offer several answers. The very large American volume dealing with historical and contemporary aspects of medical ethics is unlikely to be purchased by undergraduates. But it is so comprehensive that it is bound to constitute a valuable source for a range of writing on an ethical theory and medical practice it also supplies brief prefaces to the various sub-sections. Most sections deal with situations familiar to British doctors and students, but some parts of the heated debate on the right to medical care and end add to our ears. "The concept of medical care as the patient's right is illogical because it denies the most fundamental right of all that of a mind to his own life and that of a reason to his own support." But this extreme contention is well counterbalanced.

Another American volume is one of case studies in medical ethics. Robert Veatch sets out to help students to recognize ethical problems. They are then encouraged to consider a wide range of possible solutions. The 100 arresting illustrations are preceded by a section dealing with values in health and illness and with the question of responsibility for decisions. Codes of medical ethics and guidelines for experimentation are appended. This is an admirable text, which scrupulously avoids oversimplification and is certain to be useful to teachers of medical ethics. It presents real clinical cases with all their conflicting aspects and incommensurable demands. Patients are presented surrounded by anxious relatives, and busy medical attendants. Veatch does not pretend that it is easy for anyone to decide what to do, but he enormously expands the area for debate.

It is interesting to note what the two British texts have in common. They are both dictionaries and encompass a curious assortment of topics. The book edited by Duncan, Dunstan and Wellbourn has "116 eminent contributors", who pronounce upon anything from abortion and acupuncture through consent, homeopathy, nursing, private practice and scientific truth to vivisection. It is first and foremost pragmatic and practical, offering itself as an easy reference work. The former is inevitably reminiscent of those convenient little revision volumes on this, that or the other which fortified one at the last moment before examinations. However, it is only fair to say that the contributions are thoughtful and unbiased. They usefully summarize the current state of clinical practice, medical administration and the law and they pinpoint ethical problems. For this reason the book may indeed prove a handy aid for an overworked young British doctor who finds him or herself caught in a dilemma.

William Thomson's compendium is much more idiosyncratic, reflecting the personal view of one senior Scottish practitioner. The convenient A, B, Z approach to ethics is once again chosen, but certain of the author's opinions will ensure that it has a limited appeal. Thus he says: "It is in this permissive age, women who include in their abortion decisions an ethical theory and medical practice it also supplies brief prefaces to the various sub-sections. Most sections deal with situations familiar to British doctors and students, but some parts of the heated debate on the right to medical care and end add to our ears. "The concept of medical care as the patient's right is illogical because it denies the most fundamental right of all that of a mind to his own life and that of a reason to his own support." But this extreme contention is well counterbalanced.

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These two books are extremely different in character, reflecting their differences in authorship and cultural background. One is a vast compendium of facts and opinions about abortion throughout history and the world, compiled and written by a family planning specialist, gynaecologist and sociologist—male and all British. The other is a personal, political and "misused" statement about the emancipation of women in general, and abortion, contraception and sex education in particular, by a radical female French/English feminist harrier.

Poits, Digory and Peel do not specifically state their aim in writing their book, but presumably the idea was to draw together their encyclopaedic knowledge of various aspects of abortion. Perhaps because of the collective authorship and breadth of material covered, the resulting book is not a coherent whole, but instead covers a loosely linked series of topics related to abortion. It should be a useful source book on abortion, but it could have been even more useful if it had been better organized and presented.

Although the authors criticize others for merging examination of objective evidence about abortion with affirmation of personal beliefs, they proceed to do exactly this—so they, for example, a chapter on "Techniques of Therapeutic Abortion" starts off straightforwardly enough describing various techniques but then mixes this description with (presumably Digory's) personal views on abortion. The authors' own views on abortion legislation on several grounds: that since large numbers of women resort to abortion irrespective of its legal status, it is better to have safe, cheap and dignified abortion care than to induce abortion in a sensible extension of the normal biological processes by which reproductive errors are detected and eliminated; and that the birth rate enough to avert the ill-effects of population growth on economic development and individual welfare in the Third World. They argue for early abortion at the request of the woman, and that abortion care is the woman's right to dispose of an embryo, but because she is likely to know more about her situation than anyone else.

By contrast, Halimi's argument for freely available abortion rests firmly on the belief in the ultimate right of every woman to control her own fertility, both as an end in itself and as a means towards liberation. Her experience of the abortifacient RU-486 is the opposite of the British authors', namely that of a declining French birth rate being used to justify restrictive abortion laws.

Of this argument she states: "It is offensive and immoral because it only considers the country's material requirements of growth and survival. It reduces women to a reproductive role for social, economic, and military ends on which they have not been consulted and which they often do not approve."

Halimi describes her childhood in Tunisia, her experiences as a female barrister at the time of the Tunisian troubles in the early 1960s, and her experience of three abortions and two completed pregnancies. She then discusses the foundation of "Choisir" and some of its campaigns against the 1920 abortion law. Finally, she makes some undogmatic observations about the dynamics of the women's movement in France.

Like the British book, Halimi's is not a well organized and consistent whole, but a series of observations and descriptions. While lacking the solid body of references, facts and figures of the British book, it is more powerful as a plea for liberal abortion legislation because of its emotional, and moral directness.

Una Maclean
 Sally MacIntyre

Radical travellers on three paths to South African change

Nigel Twose examines the role of the World University Service in Southern Africa

(NUSAS) on a scholarship programme for blacks pursuing university study in their own country. NUSAS was then a moderate, progressive, multi-racial organisation, whose members included English-speaking blacks, Indians, and coloureds.

The South African Students' Organisation (SASO) began as a black university students' movement led by the late Steve Biko to counter the structural tendency toward white leadership and black feelings of inferiority in multi-racial organisations. With SASO was born "black consciousness", inspired partly by black power in the United States and partly by Paulo Freire's theories of conscientisation.

SASO's basically non-ideological commitment to black consciousness was a radical strength, in that it made it difficult for the government to categorise and label its influence as undesirable. No single force has contributed so significantly to the black political awakening in South Africa. Within a few years of its formation, the "black consciousness" of black blacks were to lead the forces for change, progressive whites to provide the support and infrastructure to the SASO links with white society afforded.

It was through its commitment to SASO that WUS became "black" directly or indirectly to a number of organisations that sprung up under the banner of black consciousness and community work. For several years WUS supported a programme intended to provide black workers with educational skills, technical training, employment benefits, and recreational facilities, and to assemble data on

working conditions. Out of this programme grew the Black Allied Workers' Union, for which WUS only recently terminated its support. The BAWU was among the 17 black organisations recently declared unlawful.

Among the community projects that received WUS's support was a rehabilitation scheme in Winterfeld, a slum area about eight miles north-east of Pretoria in which 25,000 families subsist without sanitation, running water, or garbage collection. Winterfeld's residents managed to build a small school that has been remarkably successful despite the odds; some 30 teachers for 2,000 students in response to the absence of medical facilities and employment prospects. SASO organised training in preventive medicine, a clinic, and a soup-kitchen, intended to improve children's nutrition and to illustrate nutritional principles. The plan for 1977 was to concentrate on literacy campaigns and to establish in cooperation with the local school a community centre for adult education.

The Black Community Programme evolved from a study project originally launched by the South African Council of Churches. Strongly influenced by black consciousness and the influx of SASO graduates, the BCP contacted WUS through SASO, WUS supported the programme and which were extremely successful in providing health and literacy education and played a major role in raising the political consciousness of the surrounding communities.

Beginning in 1976, WUS became increasingly involved through the trust and through Steve Biko's funding legal defence for political detainees. Steve's legal acumen was legendary in South Africa and his ability to arrange and finance immediate legal counsel for the accused was vital to the outcome of numerous trials. On July 22, 1976, in a vast campaign of political arrests that followed revolts in South Africa's black townships, Mapepe, Maphipi, Zimale's administrator was detained. On August 5 he died in his cell, allegedly as a result of a suicide. Mapepe's responsibilities were assumed by Steve, whose recent supported suicide inflamed international opinion.

A researcher who visited South Africa on WUS's behalf in 1973 presented the following conclusions: "It would be unrealistic to see SASO (or that matter any student organisation) as a major vehicle for social improvement of the whole black population. Its few projects are worth while in themselves, but the chief significance lies in the larger implications of student concern for the community, as a socialising or educational process for young activists."

His analysis was perceptive. Despite the organizational weaknesses provoked by constant harassment, SASO spearheaded a movement that produced able administrators, impressive community projects, and a revolution in black political awareness. The ferocity of recent repressive measures testifies to its effectiveness.

The author is associate secretary of the World University Service.

to two activities, both of which WUS supported financially: leadership training and literacy campaigns. The concern with leadership training was based upon the astute appreciation of the failure of black movements of harassment, banning, and detention in which it worked with SASO, WUS col-

laborated with several generations of leaders, among whom Steve Biko was a rare and respected constant.

With the years, SASO's activities expanded into the fields of labour organisation and community work. For several years WUS supported a programme intended to provide black workers with educational skills, technical training, employment benefits, and recreational facilities, and to assemble data on

working conditions. Out of this programme grew the Black Allied Workers' Union, for which WUS only recently terminated its support. The BAWU was among the 17 black organisations recently declared unlawful.

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WUS involvement in South Africa began in the 1950s with a scholarship programme for a tiny number of black South Africans in exile in Europe. By the mid-1960s, WUS was working with the National Union of South African Students

PHS 1350

BOOKS

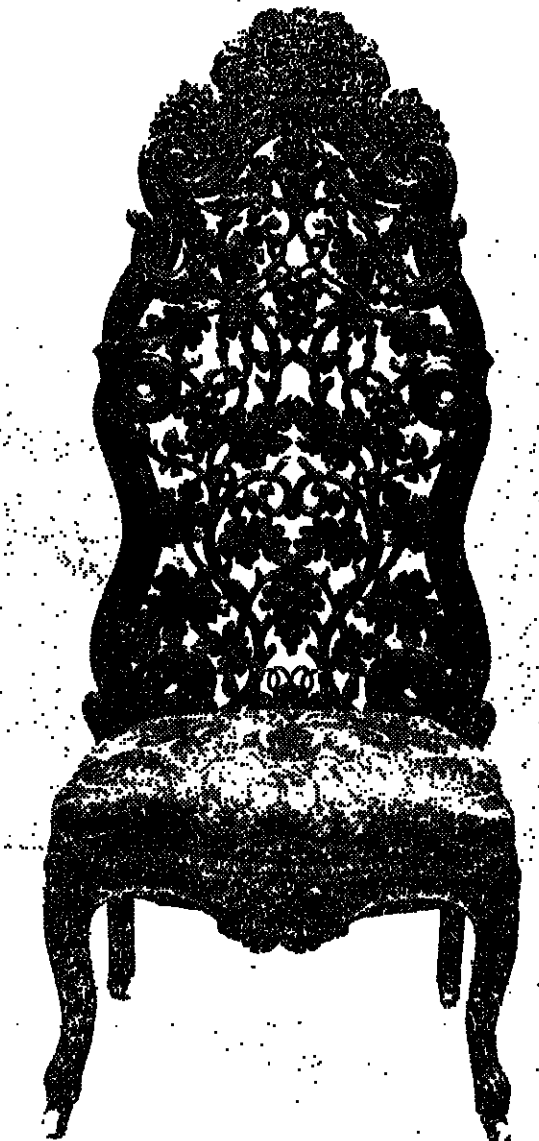
Ethos rather than ideology

Patriots and Librarians: Revolution in the Netherlands 1780-1813 by Simon Schama

1780-1813 were years of danger and upheaval for the Dutch. Following the fourth Anglo-Dutch War, and the near revolution of the Patriot movement, the Orangists were forcibly restored by Anglo-Prussian intervention...

refer, slightly apologetically, to its bulk three times in the introduction, but the publishers are to be congratulated for allowing him to extend himself in the sort of detailed exposition and illustration that he skillfully employs to clarify his narrative.

Naturally some doubts arise. To mention only one, is it true of the Dutch Patriots that they were so intellectually provincial that "the influence of [the] Philosophes... seems to have passed them by" (page 68)? It seems unlikely, given, as Schama points out, that many of the works of the Enlightenment were printed in Holland.



This rosewood chair of c. 1850, attributed to John H. Belter of New York, has a very decorative back, carved with a figure of a woman...

Renee Gerson

Irish combination

The Irish Co-operative Movement: Its History and Development by Patrick Bolger

There is a course joke, normally told with the conspiratorial snicker which racism has made so peculiarly its own, about a competitor for the smallest books in the world. The candidate is an Italian, as obvious as they are unfair (Italian Military Victories, etc), and are chosen more with common ethnic libels in mind rather than with any pretence to accuracy.

It may be that the appearance of a butter can be deceptive, especially today. There are some Irish products which are notably more nutritious in the farmyard than in the supermarket, and there are some of Bolger's facts which are much more useful than the anemic recitals of properly professional textbooks, yet the consumer is disposed to fight shy of them.

Owen Dudley Edwards

At high latitudes

Elementals of Geomorphology by W. J. Rice

In some years the demand for geomorphology texts at university level has exceeded supply. This year it has exceeded it by a wide margin. Below the third year, while the general texts were a little elementary and had usually been consumed in the sixth form, it is true that an increasing range of more specialized books has appeared.

Cautious conservatism is, of course, rather inappropriate for a first-year text. Who has hesitated here by a willingness to use numbers, especially for rates of change, it provides a sound basis for later work.

Keith Clayton

Earth history's history

Making of Geology: Earth in Britain 1660-1815 by Peter H. Raven

Geology, and he raises a goodly number of intellectual hares as he scampers confidently through the sixteenth century. The pursuit of many of those hares our author leaves to his followers, and future graduate students must find the book a rich source of inspiration.

G. L. Herries Davies

BOOKS

Polymer chemistry

Polymerisation of Organised Systems edited by H. G. Elias

Many naturally occurring processes occur by stepwise growth of a macromolecule while the reacting components are partially, or wholly, bound to another macromolecule. Such reactions are termed "matrix" or "template" polymerizations and important examples include the biosynthesis of polynucleotides and proteins.

synthetic host polymers, the topics include polymerization of vinyl monomers in monolayers, and multilayers, at both liquid and solid surfaces. Polymerizations in liquid crystals and of liquid crystal forming monomers, polymerizations in micelles, and polymer crystal nucleation and growth from gaseous and liquid monomers are also reviewed.

Anthony Ledwith

Aquatic

Introduction to Liquid State Chemistry by V. Maresus

This book aims to provide an introduction to the chemistry of the liquid state for both advanced students and practising chemists. The underlying theme is the application of statistical mechanics to equilibrium thermodynamics to equilibrium properties of liquids and liquid mixtures.

Kinetics

Kinetics of Chemical and Enzyme-Catalysed Reactions by Dennis Piskiewicz

Books of this type, addressed mainly to students, teachers and researchers in the life sciences, who need to know about chemical kinetics, are certainly required, as the application of physico-chemical methods to the quantitative study of biological processes continues to accelerate.

C. F. H. Tipper

Reviewers

Michael Blandamer is senior lecturer in chemistry at the University of Leicester. John Bligg is professor of government at the University of Essex and author of Voters, Parties and Leaders.

A rewrite

Principles of Organic Chemistry, fourth edition by T. A. Geissman

Those who are familiar with previous editions of this book will be interested to know that the fourth edition is no mere revision of previous editions: it is a considerable rewrite of a text that has already found considerable acceptance by many students.

One of the advantages of Professor Geissman's writing is that he combines a simplicity of explanation with clarity and readability; when students have found texts commonly recommended in honours degree courses to be too demanding or too intense, or when constant re-reading during revision has made a student lose his bite, this textbook has been a useful alternative.

The other change has been in the ordering of the chapters, and here the result may be judged less happy. Analytical methods involving instrumentation have been brought forward, which is sensible; nitrogen chemistry is dealt with immediately after alcohols and aldehydes, which is unusual; but carbohydrates, including a consideration of disaccharides and polysaccharides, are treated before a consideration of the carbonyl function, which is illogical.

Separate chapters have been created on the subject of Michael and Mannich reactions, and on oxidation reactions of organic compounds. The chapter on systems of nomenclature has been relegated to an appendix, which the student is asked to read before he gets very far with chapter two. There is no attempt to be consistent in using International Union of Pure and Applied Chemistry nomenclature; systematic and trivial names are used according to convenience.

Despite these reservations, the book can be commended for the excellence of its writing, its clear formulae and line diagrams, and to all those who welcome the combination of "the biological aspects of organic chemistry and the organic chemistry of biological transformations".

John Bligg

Books for the nation

History of Public Libraries in Great Britain, 1845-1975 by Thomas Kelly

Politics and Public Libraries in England and Wales, 1850-1970 by John E. Pemberton

or whether the existing rights of the smaller boroughs and urban districts were to be preserved. The views of the Library Association and of the Association of Municipal Corporations are given in some detail. The AMC's demands have been more anxious to solve the latter of the smaller members than those of the large city library authorities who were also its members.

Mr Schama has thus overcome formidable obstacles in achieving coherence and clarity in a work dealing with events and structures of great complexity. He has chosen to solve his methodological problem by viewing a "broader historical landscape" through the perspective of political narrative and a series of graphic biographies.

There is a course joke, normally told with the conspiratorial snicker which racism has made so peculiarly its own, about a competitor for the smallest books in the world. The candidate is an Italian, as obvious as they are unfair (Italian Military Victories, etc), and are chosen more with common ethnic libels in mind rather than with any pretence to accuracy.

Peter Gosden

KANT Just re-published Kant's Metaphysics of Experience 2 vols. Ed. J. Paton "You can find the better guide." HARVESTER PRESS

10/11/77 1.15.77

Contradictions in Marxism

The Marxist Conception of Ideology: A Critical Essay by Martin Seliger. Cambridge University Press, £6.50 ISBN 0 521 21224 4

Professor Seliger's *The Marxist Conception of Ideology* is based on an analogical distinction. He argues that there is a basic contradiction within Marxism, traceable to Marx and Engels, between a "restricted" conception of ideology and an "inclusive" one. The former treats ideologies as special kinds of belief systems, false to reality, functionally conservative, economically determined and peculiar to class societies only. The latter conception treats ideologies as "sets of factual and moral propositions which serve to posit, explain and justify ends and means of organized social action, especially political action, irrespective of whether such action aims to preserve, amend, destroy or rebuild any given order".

These opposite tendencies have been emphasized in recent interpretations. John Plamenatz, in *Germans and Russian Communism*, drew the distinction between what he called Marx's dogma of the state as an instrument of class domination and his "theory of the parasitic state", according to which the state

Sanitised sociology

The Fragmentary Class Structure by K. Roberts, G. Cook, S. C. Clark, Elizabeth Selinger. Heinemann Educational, £5.00 and £2.75 ISBN 0 435 82765 0 and 82766 9.

The authors' objectives are: "first, to present the findings of a survey investigation conducted in 1972; second, to advocate, develop, refine and illustrate the use of the class analysis and the study of occupational stratification; and third, to present certain currents of change in contemporary British society". However, the book does not live up to its promise. The empirical information is deficient; the claims made for class analysis are unconvincing; the discussion of contemporary British society is not new, although some of the critical comments about the "sociological" writing on this subject are of interest.

The subjects of this study are 474 occupationally active men employed in a wide variety of occupations and resident in two adjacent districts on the suburban fringe of Liverpool. This was predominantly an owner-occupied area, although a large modern council estate had been built there. According to the authors, the local influences which the bulk of the working population is increasingly living in. This area was chosen for reasons of cost and convenience, as well as a desire to study a specific area: the counterpoises for the thesis, the world would remain constant. Even so, the lives and circumstances of these people are not considered. Were these men employed in different industries? Had they lived in different areas? Such information is not provided.

The authors regard their book as a contribution to the literature on class imagery. Surprisingly, in view of recent writing on this topic, they consider class imagery the equivalent of configurations, class ideologies, images of society and meaning systems. Moreover, they do not attempt to relate class imagery to social action in a systematic and detailed way. Nevertheless, they believe that such images, obtained by interview, pro-

stands above, but draws its strength from, class conflict within society. Stanislaw Ossowski, in *Class Structure in the Social Consciousness* made a similar point about Marx's dual concept of social classes. Marx had a "dichotomous" vision of society divided by the ownership of the means of production into exploiting and exploited classes. Yet he often adhered to the traditional view of society as a complex class structure based on the division of labour.

Professor Seliger's *The Marxist Conception of Ideology* is based on an analogical distinction. He argues that there is a basic contradiction within Marxism, traceable to Marx and Engels, between a "restricted" conception of ideology and an "inclusive" one. The former treats ideologies as special kinds of belief systems, false to reality, functionally conservative, economically determined and peculiar to class societies only. The latter conception treats ideologies as "sets of factual and moral propositions which serve to posit, explain and justify ends and means of organized social action, especially political action, irrespective of whether such action aims to preserve, amend, destroy or rebuild any given order". In this wider sense ideology and politics are inseparable, but their relation is a pluralistic and not a "monocausal" one, and in each case must be empirically established.

The general thesis is argued by Seliger at length in another book (*Ideology and Politics*, 1976) of which *The Marxist Conception of Ideology* is an offshoot. Here he is concerned to demonstrate the

Prefects paradox

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When I was a graduate student intent to pursue a career in French universities, I was once offered a thesis topic by a French Law Professor: "How can Britain be governed without Prefects?" My university career never took place in France, perhaps because I was unable to master enthusiasm for this fundamental question. Yet this old story, long buried in my memory, returned to my consciousness while reading Howard MacLain's study of *The Prefect in French Public Administration*, as the book answers the question, but does so in reverse. My supervisor's approach was not only "galloccentric", but rather pointless, as prefects do not matter much, if at all. They are a piece of the traditional landscape of French administration: they are not major elements of the decision-making process.

The decline of prefects did not take place without regard to action, however, Howard MacLain's presentation gives a detailed account of all varieties of prefecture in the 1950s and 1960s. Having shown that, by the 1950s, prefects had long ceased to be royal or colonial governors to become mostly *co-acteurs* squeezed by the conflicting demands of government and citizens, the author describes the decline of prefecture in terms of its administrative behaviour. He endeavours to enhance the role of Prefects during the Fifth Republic, as well as the very small results of the vast heap of laws, decrees and circulars drafted for this purpose. The author's restatement of the majestic status of prefecture is an idea was to make them become *co-acteurs* more the nerve centres of the novelties. The author is not a proponent of the French. Yet one cannot help asking how long can this paradoxical position be maintained without serious administrative reform. The author's answer is that the French only with the responsibility for their actions.

Correction: The review of *Arms Control and European Security* on page 16 of THE NEWS for December 2 was written by Ian Botwin of the University of Lancaster and not, as stated, by Ian Botwin of the University of York.

zation between the dogmatic and open-minded senses of ideology in Marx and Engels, and to show how a succession of Marxist thinkers—Bernstein, Kautsky, Lenin, Lukacs, Gramsci, and Mannheim—have unsuccessfully tried to cope with the central contradiction.

His book makes rather heavy reading because of complex style, the wealth of the material used, and the methodological dependence on another book, with which few readers will be familiar. But anyone with the intellectual stamina to digest it will be richly rewarded. The author's scholarship is immense. He has included an amazing range of writings in the scope of a short book and taken the reader on a guided tour *de force* through the murky forest of the literature about ideology and Marxism, both original and critical. One emerges from the experience with a heightened sense of the ingenuity of Marxists, but depressed by how little progress they have made towards a comprehensive and consistent theory of ideology. As a bonus Seliger gives one innumerable insights into the problems of the relationship of thought to social conditions and that of truth to social thought, which ideology as a concept tries to span.

Professor Milliband's *Marxism and Politics* seeks to elicit a Marxist theory of politics primarily from the writings of Marx, Engels and Lenin, although he includes the writings of some subsequent Marxist thinkers as well as his own reflections on the state in contemporary capitalist society.

He rightly points out that there is no comprehensive and systematic Marxist theory of politics, however central politics is to the main concern of Marxism, and he suggests some interesting solutions of the

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Structure and Society in Literary History by R. Weimann. Clarendon Press, £10.00 ISBN 0 681 2137 3

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Elizabeth Salter

Admirable sense of realism

The Stories of Kierkegaard by Deryn Dyer. Heinemann, £7.95 ISBN 0 7156 0995 5

At the turn of the eighteenth century Heinrich von Kleist drew a pencil sketch of a stone arch; his object was to demonstrate that the gravitational stability of the arch depended on its composite structure. As a writer he applied the law of gravity to all planes of experience in order to demonstrate the precarious balance of the rule of law. Viewers of the recent screen version of *Die Marquise von O...* will have been able to acquire themselves with some of the issues raised and resolved against a background of law, martial law and emotional imbalance.

Dr Dyer, an Oxford Kleist scholar, addresses his book on the stories to the general reader as well as to students. His approach emphasizes the development in Kleist's attitude towards the problems of life. Aware that this is by no means easy to gauge in a writer who sought to perfect his art in the form of drama, cross-references to the plays balance the overall design in which *Der Erdbeben in Chile* establishes the first link and the contemporary neglected medieval tale *Der Zweikampf* the last. This ends, in contrast to the fate of the lovers of the earlier story, in a triumph. Dyer almost stresses his development in terms of paradox and ambiguity, though separate chapters on individual stories can be read independently. The second story under discussion is thoroughly scrutinized, not least

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The Marxist Conception of Ideology: A Critical Essay by Martin Seliger. Cambridge University Press, £6.50 ISBN 0 521 21224 4

Professor Seliger's *The Marxist Conception of Ideology* is based on an analogical distinction. He argues that there is a basic contradiction within Marxism, traceable to Marx and Engels, between a "restricted" conception of ideology and an "inclusive" one. The former treats ideologies as special kinds of belief systems, false to reality, functionally conservative, economically determined and peculiar to class societies only. The latter conception treats ideologies as "sets of factual and moral propositions which serve to posit, explain and justify ends and means of organized social action, especially political action, irrespective of whether such action aims to preserve, amend, destroy or rebuild any given order". In this wider sense ideology and politics are inseparable, but their relation is a pluralistic and not a "monocausal" one, and in each case must be empirically established.

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Mary Garland



A portrait of Eusebius Borgia, whose reputation was that of a skilled poisoner especially expert with the anello (bella morte), a ring which pierced the finger of its wearer and injected poison. From The Power of Plants by Brendan Lehane, published by John Murray at £12.50.

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Existentialism's blurring of art and action, its distrust of ideas (you are what you do), similarly leads to the idea of literature as essentially physical and amorphous and on the other hand in the idea of the world as a book. Finally, the phenomenological has grown within phenomenology takes reality to be a collection of sense-data, or (adapting Berkeley's account) as a perception in the mind of its creator; and this leads to study of the author, or the reader, as recreator.

Together, these influences tend, in criticism, to be hostile to the idea of texts as public communications in a common world, and in life, to be favourable to defeatism; because we cannot be certain of anything we can be certain of nothing, and because we cannot be certain we cannot act or think constructively. One would expect Professor Weimann, as an East German Marxist, to disagree. With these ideas he does disagree with the old New Criticism, even more. He disagrees about the one school for its commitment to subjectivity, with the other.

Allan Rodway

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Classified Advertisements Index

Appointments vacant
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Further information and forms of application may be obtained from the Registrar, University of Chichester, PO Box 203, Chichester, West Sussex, PO19 2ST.

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